



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 12, 2022

The Honorable Mohammed Choudhury
State Superintendent of Schools
Maryland State Department of Education
Nancy S. Grasmick State Education Building
200 West Baltimore St.
Baltimore, MD 21201-2595

Dear Superintendent Choudhury:

I am writing in response to Maryland's request on May 6, 2022, updated on November 22, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Maryland requested these amendments to account for short-term changes to its system of annual meaningful differentiation in school year 2021-2022 due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Maryland from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Maryland requested the amendments to:

- Shift forward by two years long-term goals and measurements of interim progress for academic achievement, graduation rate, and progress in achieving English language proficiency.
- Calculate academic growth in its Other Academic indicator for elementary and secondary schools that are not high schools using student performance level changes on the statewide assessments from the 2020-2021 and 2021-2022 school years.
- Clarify its methodology for identifying schools for comprehensive support and improvement (CSI) from schools identified for additional targeted support and improvement (ATSI) that do not exit ATSI status in three years, including the year of identification.
- Use one year of data, from the 2021-2022 school year, to determine if a school identified for CSI or ATSI is eligible to exit its respective identification status.
- Omit the 2019-2020 and 2020-2021 school years when determining whether a school has met the statewide exit criteria for CSI and ATSI schools.

I am approving Maryland's short-term changes to its ESEA consolidated State plan. This letter and Maryland's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of Maryland's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted long-term goals and measurements of interim progress and the methodology for identifying schools for CSI that do not exit ATSI status), the

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date.

Please be aware that approval of this amendment to Maryland’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Maryland’s responsibility to comply with these civil rights requirements.

Thank you for working to support your districts and schools to ensure the health and well-being of students and educators. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Mary Gable, Assistant State Superintendent,
Division of Student Support, Academic Enrichment and Educational Policy
Chandra Haislet, Assistant State Superintendent,
Division of Assessment, Accountability and Performance Reporting